

# Intelligence

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Were there as much concern for making the utmost of mind as there is for gratifying the full twenty six feet of intestine, human association would soon be cleared of unhappiness as a blurred land at dawn is freed of mist by the sun.

P.14

As the man who is hungry remains dissatisfied until he makes the effort to get food, so the man who is dull remains what he is until he gets sick of his dullness. Until then he considers the ideal state to be one where there is no disturbance to dullness. But once the meaning of dullness becomes to any degree conscious in him, from that moment on he will regard the ideal state to be one where there is no dullness to be disturbed and no desire that will dull it.

Dullness overwhelms learning when information becomes a substitute for original thinking. Where knowledge is seen not as development but primarily as a commercial commodity resting upon the straw of temporary satisfaction, it leaves man spiritually in rags - spirit in the sense of intelligent expression of mind, not as mind which remains withdrawn and suspended in abstraction.

Learning is best fulfilled when knowledge becomes actively demonstrative in the learner as he is taught to become responsible know/er. Knowledge so received is no longer subject to doubtful compromises as an outside factor subsidiary to himself. Whatever knowledge he receives is what he is himself. What he learns becomes a natural part of him as discerning awareness; that is, structure of his mental organism.